DOCUMENT RESUME

ED 447 911 PS 029 001

AUTHOR	Saufler, Chuck; Gagne, Cyndi
TITLE	Maine Project against Bullying. Final Report.
SPONS AGENCY	Maine State Dept. of Education, Augusta.
PUB DATE	2000-06-00
NOTE	82p.; Report completed by the Maine Project Against Bullying Task Force.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Aggression; Behavior Problems; Bibliographies; *Bullying; *Children; Elementary Education; Elementary School Students; Incidence; *Peer Relationship; Program Descriptions; School Safety; School Size; School Surveys; Sex Differences; Student Attitudes; Student Behavior
IDENTIFIERS	Maine

ABSTRACT

Noting that bullying among primary school-age children has become recognized as an antecedent to more violent behavior in later grades, the 3-year Maine Project Against Bullying examined currently available research on bullying and evaluated books, curricula, media materials, and programs to identify resources and strategies which can be applied in Maine schools to alleviate the problem of bullying in kindergarten through fourth grade. Year 1 of the project focused on reviewing research and current materials on bullying. Year 2 involved a survey on bullying of third graders in Maine elementary schools during February 1999 as a baseline. Participating in the survey were 125 schools providing a sample of 4,496 subjects, 28 percent of all Maine third graders. Bullying was defined as teasing in a mean way, calling hurtful names, leaving others out on purpose, threatening, hitting, kicking, or pushing. Major findings relate to: (1) the nature and extent to which bullying is occurring in a school; (2) how children have reacted to bullying at school and the consequences for their feelings of safety and well-being; (3) whether they have informed others and to what outcomes; (4) students' perceptions of their own aggressive behaviors at school; and (5) gender differences regarding the above. Specific recommendations were made for the Department of Education, school personnel, students, parents, and communities. Year 3 focused on raising public awareness of the issue and providing free training for participating schools. (Appended are a complete copy of the data analysis and the survey. Contains a 200-item bibliography.) (KB)

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maine project against bullying

Maine Project Against Bullying Final Report

June, 2000
Chuck Saufler
Cyndi Gagne
Co-Directors

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Maine Project Against Bullying

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Funded by:

Maine Department of Education
Gender Equity Division of Vocational Education
Carl D. Perkins Grant

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I. Introduction

INTRODUCTION

The Maine Project Against Bullying is a task force created to address a need educators throughout the state recognized as an area which, had not to date, received adequate attention and study. During Training of Trainer sessions offered by the Gender Equity Division of Vocational Education, via the Maine State Department of Education, consultants Susan Parks and Ed Maroon learned from elementary educators in attendance, that a void existed at the K-4 level to respond to harassment issues evidenced on buses, in hallways, and on playgrounds.

Ms. Parks and Mr. Maroon contacted Chuck Saufler and Cyndi Gagne of the Wiscasset School System to explore grant funding possibilities to examine the elementary level harassment question. Together, Ms. Parks and Mr. Maroon provided names of individuals statewide who had expressed an interest in researching the K-4 equity issues more closely. These individuals were contacted, and a grant application was prepared by Saufler and Gagne to target funds from the Gender Equity Division of Vocational Education. In the Fall of 1997, a Carl D. Perkins Grant, funded for a three year period was awarded, and the first meeting of the Maine Project Against Bullying (MPAB) was held in Waterville, Maine.

Initially, the MPAB took upon the task to research and review available curricula, studies, and other modes of intervention concerning harassment behavior at the elementary level. Early on, the task force recognized the need to distinguish harassment from bullying, and to utilize the latter term to describe the types of behavior(s) exhibited and experienced among students in grades K-4. Over the next three years the original focus of research and review continued, but the task force's work expanded to include: networking with other community, private, and state organizations that had similar interests; development of a web site on the Internet; the creation of a survey suitable for administration to elementary level students to collect baseline data on the extent of bullying behavior within Maine schools; and, the provision of regional training to schools statewide who wished to implement intervention programs in an effort to curb bullying within their institutions.

The report that follows details the research currently available and evaluates books, curricula, media materials, and programs. A sample survey instrument is included and may be copied and administered freely by those who wish to utilize it. Results of the survey which was administered in grade three throughout Maine are contained herein, and information to access the MPAB web site is outlined.

ACKNOWLEDGMENTS

The Maine Project Against Bullying has experienced a very productive three year existence. Credit for the work that has been accomplished must be given and shared by numerous individuals, agencies, and organizations, all of whom assisted, guided, and supported the MPAB in its efforts.

First and foremost a thank you must be extended to the Maine State Department of Education consultants Susan Parks, Equity Consultant and Ed Maroon, School-Based Services

Learning Director for their vision and follow-up to the needs voiced by educators with whom they were in contact. Had they not initiated the grant proposal process with Saufler and Gagne, the work of the MPAB would never have begun. Thanks too, to Leslie (Buzz) Gamble, Education Specialist of Gender Equity and Special Populations who joined in the process of overseeing the project in 1998. These three individuals have given of their time, knowledge, and support throughout the years the MPAB was funded.

Perkins grants are not awarded to individuals or groups; they must be administered by a recognized LEA. Multiple thanks go to the Augusta School Department for taking this work on and lending knowledge of grantsmanship, reporting, and general administrative support to the MPAB. In particular, Superintendents Graham Nye and Cornelia Brown have overseen the fiscal progress of the MPAB. Pam Kenoyer, Director of the Capital Area Technical Center, paved the way for setting up accounts, bookkeeping, reporting, and supply procurement with ease. Nancy Peabody and Jennifer Simpson put in many hours making sure the MPAB received all that it required for supplies and helped track the various expenditures. Their administrative assistance made the Project run smoothly.

When the MPAB decided that baseline data on the bullying problems within Maine Elementary schools would be useful, the resulting survey, its distribution, and the dissemination of reports would not have been possible without the support and work provided by the Institute for Public Sector Innovation, part of the Edmund S. Muskie School of Public Service, of the University of Southern Maine. A special heartfelt thank you is extended to Michel Lahti, Evaluation Manager; Donna Cote, Administrative Associate; and Melody Saffron, Administrative Associate. Their long hours, consistent efforts on the behalf of the Project, and constant support are so very appreciated.

A thank you needs also to be extended to Dick Tyler and the staff of the Maine Principals' Association for identifying the elementary schools and contact people throughout Maine and for provision of the labels needed to accomplish several mailings concerning the survey to assess bullying in Maine at the K-4 level.

A very special thank you and acknowledgment is extended to Dr. David Silvernail and his research associates A. Mavourneen Thompson, Holly J.P. Kopp, Scott Brezovsky, and Paula Gravelle from the Center for Educational Policy, Applied Research and Evaluation at the University of Southern Maine. Dr. Silvernail assisted in guiding the MPAB in their survey development, lent his knowledge on research via questionnaires to the Project's efforts, oversaw the data analysis and the publication of the survey results presented later in this overview. Our ability to speak to the problem of bullying, as it exists within Maine schools, would not have been possible without these individuals' expertise and work. Thank you!

All groups, especially those meeting on Saturdays, needed a place to hold their get togethers. The MPAB was lucky to find the Bath Police Department and the Wiscasset Primary School willing to open their doors to us. Thanks to them for their hospitality!

Last, but not in the least, least...thank you to the people who comprised the MPAB task force, giving of their Saturdays, their energy, and their knowledge. Thank you for caring about the quality of climate in Maine elementary schools, and being optimistic in believing our work could make a difference in the lives of children.

The MPAB task force membership included:

Co-Directors:
Cyndi Gagne, School Counselor, Benton Elementary School
Chuck Saufler, School Counselor, Wiscasset Primary School

Members:
Deborah Barrows, Computer Technology, Wiscasset Schools
Frances Blanchette, Retired Teacher, Sabattus Elementary School
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Pamela Sperry, Superintendent, Union #74
Sarah Wills-Viega, School Counselor, Woolwich Central School
President, Maine School Counselor Association

Special recognition goes to Deb Barrows for creating the MPAB web page and keeping track of all our evaluation efforts; Colleen Graffam for providing the art work for the Project's logo; Susan Russell for developing the extensive bibliography; Wendy Harrington and Sarah Wills-Viega for creating the outline for presentations given in public forums and at trainings; Chuck Saufler for his quality leadership and networking skill and, to Cyndi Gagne, for making all the arrangements for meetings, meals, billing, grant writing and reporting for the Project. Insight gained into the problem of bullying within Maine Elementary schools and review of numerous publications and media materials was possible only because the MPAB had the sound experience of the following educators: Counselors - Connell-Duncan, Sitchenko, and Curtis; Principal - Kirkpatrick; Teachers - Blanchette, Graffam, and Gregoire; and, Superintendent Sperry. Thank you, one and all!!

II. Executive Summary

Maine Project Against Bullying

Executive Summary: A Survey of Bullying Behavior Among Maine Third Graders

January 2000

Project Description

For the past three years the Maine Project Against Bullying (MPAB) has been researching the issue of bullying and identifying resources and strategies which can be applied in Maine schools to alleviate the problem. MPAB spent much of the first year reviewing research and current materials on bullying. This literature review yielded a wealth of evidence which supports early intervention and prevention efforts. The second year was focused on establishing baseline data about bullying in Maine. The MPAB completed a survey on bullying of third graders in Maine elementary schools during February 1999. One hundred twenty-seven schools returned the survey providing a sample of 4496 subjects, 28% of all third grade students in Maine.

The purpose of this survey was to help schools make a brief assessment about the following:

A. The nature and extent to which bullying is occurring in a school;
B. How children have reacted to bullying at school and what have bee the consequences for their feelings of safety and well being;
C. Whether they have informed others and to what outcomes;
D. Students' perceptions of their own aggressive behaviors at school;
E. Gender differences regarding all of the above.

The survey described bullying behavior in the following ways: (1) teased in a mean way, (2) called hurtful names, (3) left out of things on purpose, (4) threatened, (5) hit, kicked, or pushed.

Consultative services, data collection and data entry were provided by staff of the Maine School Linked/School Based Mental Health Services Project of the State Department of Human Services and the Edmund S. Muskie School of Public Service, Institute for Public Sector Innovation. Data analysis and additional consultation was provided by research staff of the Center for Educational Policy, Applied Research and Evaluation, College of Education & Human Development, at the University of Southern Maine.

A complete copy of the data analysis (Appendix 1) and the survey (Appendix 2) are attached.

The third year of the project focused on raising public awareness of the issue and providing free training for schools that participated in the survey.

Summary of Findings

The following is a summary of important information revealed by an analysis of the data collected through this survey.

A. The nature and extent to which bullying is occurring in a school (see table 5 -Appendix 1):

In response to this question 22.6% of third graders surveyed said they were threatened, 40.7% were teased in a mean way, 40% were called hurtful names, 34.3% were left out of things on purpose, and 37.5% were hit, kicked, or pushed everyday, once or twice a week or month.

B. How children have reacted to bullying at school and what have been the consequences for their feelings of safety and well-being (see tables 13 and 1 Appendix 1):

Of surveyed students confronted with bullying 91.3% reported taking some action in response. Most children (44.6%) tell an adult, 34.2% tell the bully to stop, 32% get away from the bully.

Although 44.3% of students surveyed said they felt "very happy and good" about being at their school, 19.4% percent indicated feeling "so-so". Also, "sometimes sad and unhappy", and "very sad and unhappy" responses totaled 6.3% (287 students).

C. Whether they have informed others and to what outcomes (see table 15 Appendix 1);

Bullied students reported that when they told someone about the bullying, 48.2% said "it got better", while 15.3% said "it got worse", and 21.7% said "nothing happened". It should be noted that 5.9% "never told anyone". It is consistently reported in the research that victims sometimes do not report bullying for fear of retaliation from the bully.

D. Students' perceptions of their own aggressive behaviors at school (see tables 8 and 9 Appendix 1);

Of the third graders surveyed 13.8 - 17.7% reported that they participate in the identified bullying behaviors everyday, once or twice a week or month. Further analysis also showed that almost twice as many boys (19.7%) as girls(9.2%) reported that they frequently bully other children.

E. Gender differences regarding all of the above (see tables 10 and 11 Appendix 1):

From table 11, we can see a difference between genders when children named the perpetrator(s). A higher percentage of boys (30.1%) than girls (18.9%) reported being bullied by a boy, while a higher percentage of girls (13.2%) than boys (4.8%) reported being bullied by a girl. Similarly, a higher percentage of boys (24.7%) than girls (15.0%) reported a boy tried to hurt them, while a higher percentage of girls (5.9%) than boys (3.2%) reported a girl tried to hurt them. Generally speaking, when children reported about those responsible for milder as well as more serious bullying acts (table 10), they most often said (40.6%) that "a boy" had committed the offense.

Discussion

The frequency of bullying and inappropriate aggressive behaviors as demonstrated in this survey of Maine third graders is cause for concern. Once bullying is established as a behavioral pattern it tends to persist through school years and may last well into adulthood (Olweus 1993a, Walker 1993). We have a sample of third graders in which 22.6-40.7% of respondents say they are experiencing bullying with relative frequency (table 5 Appendix 1) . Children's self esteem

suffers greatly when they are bullied. "Victimization is associated with poor physical, social and psychological well-being in primary school children" (Slee 1994). The presence of bullying in a school indicates that the level of pro-social behavior and respect for oneself and others is lacking. These survey results show that for 37% of victims who seek help against a bully the situation continues as it is, or worsens. This perceived lack of assistance at school for victimized students gives the implicit message that these behaviors are acceptable. This is unacceptable and may have devastating results on the victims' feelings of self worth and subsequently on a school's climate.

Of the third graders surveyed 13.8 - 17.7% reported that they participate in the identified bullying behaviors everyday, once or twice a week or month. Olweus (1993a) found that there was a stability of bully/victim problems over time. That is, children who bully and children who are victimized tend to perpetuate these roles throughout their school years. It is these students that educators must help as early as possible in their school careers in order to have a chance of changing these emerging harmful patterns of behavior. Harassing student behavior does not spontaneously appear in middle school. It has its origins in preschool. The current research regarding antisocial behavior makes clear that early intervention in home, school, and community are the best hope we have of diverting children from these behaviors.

It should be noted that 18.9% of surveyed girls report being bullied by a boy and 15.0% of girls report that a boy tried to hurt them. Given the stability of bully and victim roles over time (Olweus 1993a) these numbers should cause concern about the middle, junior and senior high school years for these students.

Most students are neither bully nor victim. They are however witnesses to the bullying that takes place around them. Children's exposure to violence and maltreatment (including verbal abuse) of others is significantly associated with increased depression, anxiety, anger, post-traumatic stress, alcohol use and low grades (Eron 1987). Given the frequency of bullying as reported in this survey, it is important to acknowledge the effects of bullying on bystanders and the potential effects on school climate.

Recommendations

Public schools do not intentionally teach violence or promote aggressive behavior in children. School violence is a community issue. Research shows that communities with higher rates of violence (domestic violence, assaults, etc.) report higher frequencies of "school violence". If we accept the premise that schools are a reflection of their communities then we must realize that schools alone can not resolve the bullying issue. We need to promote the idea that there are multiple stakeholders involved in this issue and we are all in this together. The current research predicts a bleak future for children who bully and for their victims unless there are corrective actions taken by those in a position to influence their lives. We must always remember that this work is targeted at specific behaviors not specific individuals. We must avoid labeling a child as a bully or victim.

The following recommendations are suggested by the members of the Maine Project Against Bullying as action steps toward diminishing the effects of bullying behavior in Maine schools and communities. They are specific to each stakeholder group.

Department of Education:

- DOE can identify programs and resources which provide information and training about bullying prevention and provide access for schools to these resources.

- DOE can provide assistance to schools in developing discipline policies consistent with violence prevention guidelines issued by the Federal DOE.
- DOE can collaborate with the Maine Superintendents' Association, the Maine Principals' Association and the Maine School Counselors' Association in promoting adoption of research-based bullying prevention programs such as the one from the Center for Violence Prevention: Blueprints for Violence Prevention in Colorado.

Schools:

- Adult behavior is crucial to the success of any anti-bullying initiative (Olweus 1993a). All adults in school must become aware of the extent of the bully/victim problems in their own school and community. These adults must then become engaged in a focused and sustained effort to change the situation. There exist a number of comprehensive bullying prevention programs which can help schools restructure the existing school environment to reduce opportunities and rewards for bullying behavior. These programs focus on creating a school climate of trust, respect, acceptance and caring. Statewide promotion of proven anti-bullying programs which are supported with staff training and continuing assistance in implementation would be a powerful intervention toward diminishing the effects of bullying behavior in Maine schools.
- Schools can utilize existing team resources such as Student Assistance Teams, Civil Rights Teams, Peer Mediation Teams or Safe School Teams to supervise implementation of an approved bullying prevention program.
- Individual schools can assess the problem in their own school and create awareness and involvement activities for adults.
- Schools can provide training and information to teachers and parents on the issue of bullying at school.
- Schools, with parent and student involvement, can develop clear behavioral guidelines which are consistently enforced.

School Counselors:

- School counselors can help create positive behavioral supports in their schools for students displaying pro-social behaviors.
- School counselors can advocate for implementation of bullying prevention curriculum.
- School counselors can work with students who bully and victimized students individually and in small groups. These students need assistance if they are to become productive citizens. Early identification of, and appropriate intervention for, these students would go a long way toward helping them change these destructive patterns of behavior.
- School counselors can create groups with a common, empathizing theme such as children of divorce, and make sure to mix the popular students with the less popular students in the same group to empathize with one another.

Teachers:

- The message that, "Bullying is not acceptable in our school/class and we will see to it that it comes to an end", must be communicated in every school in Maine. Teachers

can establish and enforce specific rules against bullying, as well as hold regular classroom meetings with students to discuss bullying and related behavioral issues.

- Teachers can identify students who may benefit from participation in a small group where discussion would focus on appropriate ways to deal with bullying.
- Teachers can help plan for improved supervision of students at identified "bullying hot spots" in their school.
- Teachers can learn more effective strategies for dealing with bullying.
- Teachers can model compassion for all students.

Students:

- At the center of any approach to bullying prevention are those individuals most directly affected by and responsible for bully/victim situations - the students in the school. Most students are neither bully nor victim. They are however witnesses to the bullying that takes place around them. Students can promote a positive school climate by discouraging bullying behavior among their peers, promoting inclusion of all others in their activities and seeking to foster acceptance of differences.
- Maine's students need to be educated about bullying and what one can do if one is the victim of a bully and what one can do if one sees another student being bullied. To stop bullying we need to empower the caring majority of students.

Parents:

- Parents can listen to their children. Encourage children to talk about events at school, the walk or ride to and from school and how they are being treated by their peers so they can identify problems.
- Parents can take children's complaints of bullying seriously. Children are often afraid to tell anyone that they have been bullied.
- Parents can be on the lookout for signs that their child is being bullied such as a drop in grades, torn clothes, or needing extra money or supplies.
- Parents can tell the school or organization immediately if they think their child is being bullied.
- Parents can work with other adults in their neighborhood to ensure that the children in their neighborhood are closely supervised on their way to and from school.
- Parents can praise children's kindness toward others and teach tolerance of others.
- Parents can monitor what their child watches on TV as well as the content of their video games.

Communities:

- Community resources need to be made available to the families of children who bully in order to help them develop a home environment characterized by warmth, positive interest, and involvement by adults.
- Schools, homes and communities need to be places where there are firm limits to unacceptable behavior, where non-hostile, non-physical negative consequences are

consistently applied in cases of violations of rules and other unacceptable behaviors, and where adults act as authorities and positive role models. Access to school-based mental health services would be very beneficial to the families of children who bully.

- Communities need to strive to provide resources to meet all of the diverse needs of Maine youth.

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III. Technical Report

(Appendix 1)

TECHNICAL REPORT
A Survey of Bullying Behavior Among Maine Third Graders

David L. Silvernail
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Introduction

How often do primary grade children report being bullied by their classmates? The purpose of this study was to discover the answer to this question by surveying third graders attending Maine's public schools. Even a cursory review of published research on bullying activities shows that bullying behavior is extensive in the United States public schools. In many studies both boys and girls of many grade levels report having been bullied, and the severity of bullying ranges from isolated incidents to chronic victimization, and causes and effects of bullying are varied. For instance, Hoover, Oliver, and Hazler (1992), in their study of 207 mid-western middle and high school students, found that 14% of their adolescent respondents reported that they had been severely victimized when bullying was defined as chronic victimization. Another study, by Perry, Kusel, and Perry (1988), found that 10% of American boys and girls, ages 9-12, were victims of extreme bullying. In 1996, Garrity and others found that, on the average, two to three students in every elementary classroom spent their day afraid of others, and consequently, avoided public places such as the cafeteria, restrooms, and hallways. Likewise, Shelly (1985) found that 80% of high school students and 90% of elementary and middle school students reported being bullied at school. Other studies show that bullying behavior causes serious distress to the victims and negatively affects learning (Hoover and Oliver, 1996). Furthermore, studies relate young peoples' bullying to future commissions of violence. A recent study (Colvin, Tobin, Beard, Hagan, and Sprague, 1998) brought forth evidence that children who display bullying behaviors often grow up to become perpetrators of violence. Finally, the current research points out considerable evidence that bullying

occurs in the public schools in varying degrees of seriousness and frequency.

Methodology

Given these findings from national studies, the purpose of this study was to discover the frequency of bullying activities among third graders in Maine. In association with the Maine Department of Education, the Maine Project Against Bullying recently invited all Maine public schools that had third graders to participate in a survey. Usable data from 127 schools was analyzed. This reflected a total of 4496 surveys that were completed by Maine third graders in January, 1999. This response totaled 28% of all third graders in the state. A copy of the survey appears in Appendix A. The directors of the Maine Project Against Bullying requested the Center for Educational Policy, Applied Research, and Evaluation at the University of Southern Maine to analyze the survey results and to prepare this summary report. In the text that follows, some analyses are based on fewer than 4496 respondents, depending upon the number of third graders who responded to specific survey items.

The survey asked third graders several questions related to bullying. Bullying was described in the following ways: (1) teased in a mean way, (2) called hurtful names, (3) left out of things on purpose, (4) threatened, (5) hit or kicked or pushed. In order to describe how much bullying goes on, and to ascertain the effects of the bullying, survey results were analyzed according to their relevance to the following questions:

- How do children feel at their schools regarding safety and happiness?
- How often are children bullied?
- How often do children bully others?
- Who does the bullying?
- How do children react to the bullying and what happens then?

The results were also analyzed according to some or all of the following divisions: state totals, school sizes, gender, and county. School sizes were defined as very small (less than 100 students),

small (101-250 students), medium (251-450 students), and large (more than 450 students). It is necessary to note that when results were obtained from divisions of county and school sizes, percentages sometimes reflected very small numbers of respondents. The reader should keep this important limitation in mind when reviewing the findings reported here.

Findings

Question 1: How do third grade children feel at their schools regarding happiness and safety?

Answer: Table 1 reports that a total of 1948 third grade students, or 44.3% of 4496 students, said they felt "very happy and good" about being at their school. Girls (47.5%) were more likely than boys (40.9%) to answer Avery happy and good. Those third grade children who answered "very sad and unhappy" to the question shown in Table 1 numbered 74, or 1.7% of all surveyed students. Boys were more likely than girls to report this. Forty-four boys, or 2.0% of all boys surveyed, felt "very sad and unhappy" while 28, or 1.3% of all girls surveyed, reported this.

Table 1: This is How I Feel Being at My School - State Totals

Categories	State Totals	
	Percent	Number
Very happy and good	44.3	1948
Sometimes happy and good	30.0	1320
So-so	19.4	853
Sometimes sad and unhappy	4.6	204
Very sad and unhappy	1.7	74

Although no relationship was found between school sizes and third graders' feelings at school, the percentages of children who reported feeling "very happy and good" were slightly higher in larger schools, as shown in Table 2. Also, when combining results from two categories, the survey results showed that larger schools generally had a lower rate (5.8%) of third graders who were

"sometimes sad and unhappy "or "very sad and unhappy" , while very small schools reported a rate of 8.1%. Small and medium-sized schools reported 6.5% each. (Note: The reader should consider that divisions by school sizes resulted in very small numbers of the respondents in certain question categories. For example, the numbers of "large" schools and "very small" schools are much smaller than the numbers of "medium" and "small" schools. Therefore, some results may reflect specific school buildings cultures rather than reflect typical very small or large schools.)

Table 2: This Is How I Feel Being at My School - by School Sizes

Categories	School Sizes			
	Very Small (< 100)	Small (101 - 250)	Medium (251 - 450)	Large (> 450)
Very happy and good	43.6	42.8	43.9	46.5
Sometimes happy and good	28.5	30.6	29.9	29.9
So-so	19.8	20.1	19.8	17.9
Sometimes sad and unhappy	6.4	4.7	4.9	3.7
Very sad and unhappy	1.7	1.8	1.6	2.1

Tables 3 and 4 report children's perceptions about their safety. Results reported in Table 3 reveal that most children felt very safe in places that are normally under much adult supervision. For instance, 76.2% reported feeling very safe in the classroom, 66.2% in the lunch room, and 60.0% in the hall. However, children reported feeling very unsafe in different places. Sixteen percent of all children felt very unsafe while walking to and from school, 9.5% while on the bus, 8.1% while at the bus stop, and 7.1% felt very unsafe while on the playground.

Appendix 1

Table 3: This is How Safe I Feel in Each of These Places - State Totals

Places	Very Unsafe		Kind of Unsafe		So-so		Kind of Safe		Very Safe	
	%	N	%	N	%	N	%	N	%	N
In my classroom	1.1	49	2.3	303	6.5	283	13.9	601	76.2	3307
On the playground	7.1	303	12.3	530	22.5	966	30.6	1317	27.5	1181
In the lunchroom	1.4	59	3.3	139	12.0	511	17.2	733	66.2	2823
Walking to/from school	16.0	329	10.3	212	15.7	322	18.0	370	39.8	816
In the bathroom	5.2	218	5.8	244	16.7	704	16.4	694	55.9	2362
In the hall	2.8	117	5.3	224	14.1	593	17.8	748	60.0	2519
On the bus	9.5	356	10.4	391	17.6	662	20.4	768	42.1	1584
At the bus stop	8.1	275	7.6	257	12.4	420	15.7	534	56.2	1907

There were no large differences reported by boys and girls in terms of how safe they felt in the classroom, the lunchroom and the bathroom, places usually supervised by adults. However, boys and girls did report some differences in places where there was normally less adult supervision or fewer adults. For instance, more boys (75.7%) than girls (70.2%) said they felt very safe or kind of safe in the halls; 57.4% of boys versus 51.4% of girls reported feeling very safe or kind of safe at the bus stop; 28.7% of boys versus 24.0% of girls reported feeling very safe or kind of safe while walking to or from school.

Table 4 shows relative degrees of children's feelings of safety according to school sizes. From very small, to small, to medium and large-sized schools, the percentage of children who reported feeling very unsafe or kind of unsafe decreased from 15.6% to 12.3%, while the percentage of children who reported feeling very safe or kind of safe increased from 69.5% to 73.0%.

In general, third graders in Maine reported feeling safe and happy in their schools. While there were 74 (1.6%) children who said they were very unhappy and 49 (1.1%) who reported feeling very unsafe while in their classrooms, the overwhelming majority reported feeling happy and good

and safe in their schools.

Table 4: This is How Safe I Feel at My School - by School Sizes

Categories	School Sizes - Average Percents			
	Very Small (< 100)	Small (101 - 250)	Medium (251 - 450)	Large (> 450)
Very Safe	51.8	52.6	54.1	52.9
Kind of Safe	17.7	18.2	18.4	20.1
So-so	14.9	15.2	14.4	14.7
Kind of Unsafe	7.7	7.4	6.6	6.7
Very Unsafe	7.9	6.6	6.5	5.6

Question 2: How often are children bullied?

Answer: Survey results, as shown in Table 5, revealed that most children experience only milder forms of bullying, such as teasing, on a very infrequent basis. For instance, 55% said they were teased in a mean way one or two times a year or never, 56.7% said they were called hurtful names one or two times a year or never, and 61.4% said they were left out of things on purpose one or two times a year or never. The same holds true for more serious bullying acts, such as being threatened or being hit, kicked, or pushed. For instance, 72.9% said they were never or almost never (one or two times a year) threatened, 58.4% said they were never or almost never (one or two times a year) hit, kicked or pushed.

Thus, many third graders reported being bullied on an infrequent basis. However, almost one in four reported being frequently threatened, and one in three reported being frequently hit, kicked, or pushed by schoolmates. As shown in Table 5, a total of 1017 third graders, or 22.6%, reported that they were threatened either everyday, or one or two times a week or month. Boys (25.3% of boys) were more likely than girls (22.1% of girls) to be threatened everyday, or one or two times a week or month.

When reporting more extreme bullying, 37.5%, or 1684 third grade students said that they were hit, kicked, or pushed everyday, or one or two times a week or month, while 58.5% (2624) reported that this happened to them either once or twice a year or never. Boys (56.5%) were more likely than girls (65.4%) to be hit, kicked, or pushed on such an infrequent basis.

Table 5: How Often Have Children Been Teased or Bullied at School? - State Totals

How often bullying happened	Teased in a mean way	Called hurtful names	Left out of things on purpose	Threatened	Hit, or kicked, or pushed
Everyday, or One or Two Times a Week or Month	40.7 (1,828)	40.0 (1,800)	34.3 (1,541)	22.6 (1,017)	37.5 (1,684)
One or Two Times a Year or Never	55.0 (2,473)	56.7 (2,547)	61.4 (2,762)	72.9 (3,276)	58.4 (2,624)

When the results were analyzed according to school sizes, findings showed that students from larger schools reported fewer occurrences of both milder bullying, (being teased, called names or left out on purpose) and more serious bullying (being threatened or hit, picked or pushed). For instance, Table 6, on the next page, shows that approximately one fourth of students from medium-sized schools (251-450) reported having been threatened on a frequent basis, while only about 18% of students from large schools reported this. Findings also showed that students from very small (<100) schools reported the highest frequency of being hit, kicked, or pushed, while students from large schools, again, reported the lowest frequency. Conversely, the most infrequent occurrences of being threatened were reported by students in large schools. Also, students in large schools reported the most infrequent occurrences of being hit, kicked or pushed.

Table 6: Bullying Activities - by School Sizes

Size	Everyday, 1-2 Times a Week or Month			1-2 Times a Year or Never		
	Teased/Called names/Left out	Threatened	Hit/ Kicked/ Pushed	Teased/Called names/Left out	Threatened	Hit/ Kicked/ Pushed
<100	49.7	20.2	45.1	45.5	75.1	49.7
101-250	40.3	23.2	39.3	55.9	71.8	57.2
251-450	38.2	24.8	38.5	57.6	71.2	57.0
>450	34.0	17.7	31.3	62.7	78.0	65.0

Table 7, on the next page, shows the findings regarding bullying activities by counties. When county results were analyzed regarding how many children were hit, kicked, or pushed often (everyday, one to two times a week or month), the findings revealed a range of 30.6% in Sagadahoc County to 52.8% in Washington County. Knox reported the highest percentage of children who said they were hit, kicked, or pushed least often (either never, or only one or two times a year). The highest percentage of children who reported having been threatened everyday, or one or two times a week or month, were from Piscataquis County, while Franklin County reported the lowest percentage. Franklin also reported the highest percentage of children who said they were never threatened, or were only threatened one or two times a year. Once again, readers should exercise caution against making far-reaching comparisons among county findings. Without further statistical analysis, valid comparisons are limited because of small numbers of respondents in some categories. Therefore, generally speaking, results revealed that while children experienced bullying activities, most reported that they experienced only milder forms on a very infrequent basis.

Table 7: Bullying Activities by Counties

County	Everyday, 1-2 Times a Week or Month			1-2 Times a Year or Never		
	Teased/Called names/Left out	Threat-ened	Hit/ Kicked/ Pushed	Teased/Called names/Left out	Threat-ened	Hit/ Kicked/ Pushed
Androscoggin	35.1	23.3	34.2	60.1	71.1	61.5
Aroostook	41.3	25.9	44.6	53.4	68.0	49.3
Cumberland	36.5	19.3	31.0	59.3	75.3	63.2
Franklin	40.9	15.1	45.3	53.4	79.2	50.9
Hancock	42.6	29.8	37.2	56.4	68.1	58.5
Kennebec	34.2	18.4	34.8	62.7	78.1	62.1
Knox	36.6	25.8	32.5	60.5	69.5	64.2
Lincoln	41.8	20.3	33.6	55.6	77.6	63.8
Oxford	47.4	28.1	43.9	48.5	66.3	50.2
Penobscot	41.6	24.4	43.0	54.2	71.1	53.8
Piscataquis	39.7	32.6	41.5	53.1	62.2	54.1
Sagadahoc	36.9	19.6	30.6	57.9	75.3	62.1
Somerset	36.5	21.0	40.7	60.5	76.0	57.5
Waldo	37.2	20.5	39.7	57.9	73.7	55.8
Washington	47.2	27.8	52.8	48.2	66.7	38.9
York	36.7	23.0	38.3	60.1	73.3	58.8
Average	39.51	23.43	38.98	56.36	71.97	56.54

Question 3: How often do children bully others?

Answer: When children were asked how often they said mean things, teased, or called others names, more than three-fourths of children said they did this only one or two times a year or never. However, when asked how often they hit, kicked or pushed other children, 14.3% (645) of third

grade respondents reported having done this at least one to two times a month, as shown in Table eight. Approximately eighty-three percent of children said they never did this, or only did it one or two times a year.

Table 8: How Often Do You Hit, Kick, or Push Other Children? - State Totals

	Everyday, 1-2 Times a Week or Month		1-2 Times a Year or Never	
	Number	Percent	Number	Percent
Said mean things	794	17.7	3,538	78.7
Teased others	628	14.0	3,639	80.9
Called others names	622	13.8	3,620	80.5
Hit, kicked or pushed	645	14.3	3,761	83.7

Table 9 shows the percent of third graders from different school sizes who admitted to having "hit, kicked, or pushed other children" everyday, or one or two times a week or month. Third graders from schools with populations over 450 reported that they engaged in the least amount of frequent hitting, kicking, or pushing of other children, as shown in Table 9. Further analysis also showed that almost twice as many boys (19.7%) as girls (9.2%) reported that they frequently (everyday, one or two times a week or month) bully other children.

Table 9: How Often Do You Hit, Kick, or Push Other Children? - by School Sizes

School Size Total School Enrollment per School	State Totals		
	Everyday, one or two times a week or month	One or two times a year or never	Total Number of Students
<100	16.8	79.2	173
101-250	13.6	84.4	1,342
251-450	15.6	82.4	1,646
>450	11.7	86.9	939

Question 4: Who does the bullying?

Answer: Of those children who answered "yes" to having been bullied, teased, or that someone had tried to hurt them, they most often said "a boy". As shown in Table 10, on the next page, approximately 50 percent of respondents reported that a boy had tried to hurt them. A category of "groups of girls" (5.9%) was least likely to be reported as one who tried to hurt them.

Table 10: At School, Who Has Bullied You? - State Totals

Category	Total Percents				
	Boys & Girls	Group of Boys	A Boy	Group of Girls	A Girl
Bullied you	12.7	23.7	40.6	8.3	14.6
Said mean things	19.4	15.1	36.8	7.4	21.3
Teased you	18.3	16.7	38.8	7.9	18.3
Called you names	19.3	15.6	38.2	7.5	19.4
Tried to hurt you	11.0	22.7	49.2	5.9	11.2

From Table 11 we can see a difference between genders when children named the perpetrator(s). A higher percentage of boys (30.1%) than girls (18.9%) reported being bullied by a boy, while a higher percentage of girls (13.2%) than boys (4.8%) reported being bullied by a girl. Similarly, a higher percentage of boys (24.7%) than girls (15.0%) reported a boy tried to hurt them, while a higher percentage of girls (5.9%) than boys (3.2%) reported a girl tried to hurt them.

Table 11: At School, Who Has Bullied You?- Gender

Category		Total Percents				
		Boys & Girls	Group of Boys	A Boy	Group of Girls	A Girl
Who bullied you	boy	7.0	17.7	30.1	5.1	4.8
	girl	8.5	11.0	18.9	4.9	13.2
Who tried to hurt you	boy	4.7	12.7	24.7	2.7	3.2
	girl	4.3	5.6	15.0	2.1	5.9

Generally speaking, when children reported about those responsible for milder as well as more serious bullying acts, they most often said that "a boy" had committed the offense.

Table 12 shows that the bully was also most often reported as being from a higher grade. This was reported by 42.3% of all third graders surveyed who said they had been bullied.

Table 12: At School, Who Has Bullied You?- Grade Level

Grade Level	Same Class	Different Class of Same Grade	Lower Grade	Higher Grade
Bullied by Kids (by grade level)	24.3	24.2	9.2	42.

Question 5: What do children do when they are bullied and what are the results of their actions?

Answer: When confronted with bullying, 91.3% of all third grade children do something. Table 13 shows that most children (44.6%) tell an adult, followed by 34.2% who tell the bully to stop, and 32.0% who get away from the bully. Others tell a friend (24.0%). Those who react by staying home from school total 3.4%, while 2.1% of third graders react by hurting others.

Table 13: What Do Children Do When They Are Bullied?

When I'm bullied, I:	Percents
Tell the bully to stop	34.2
Get away from the bully	32.0
Hurt other kids	2.1
Stay home from school	3.4
Tell an adult	44.6
Tell a friend	24.0

Table 14,on the next page, shows the different reactions boys and girls had when they were bullied. Of those who reported they were bullied, most notable is the fact that boys, much more than girls, were most likely to hurt others after being bullied.

Table 14: What Do Children Do When They Are Bullied?- by Gender

	Boy	Girl	Total Percent of All Students Surveyed
Tell to stop	49.9	48.8	34.2
Get away	50.9	47.7	32.0
Hurt others	84.4	15.6	2.1
Stay home	48.0	49.3	3.4
Tell adult	46.8	51.5	44.6
Tell friends	47.5	50.9	24.0

As shown in Table 15, those students who had been bullied reported that when they told someone about the bullying, 48.2% said "it got better". However, it is noteworthy that another 37% of the third graders reported that nothing changed when they told someone or that the bullying got worse.

Table 15: If You Have Been Bullied,
What Happened After You Told Someone? - State Totals

Response	Percent
It got better	48.2
It got worse	15.3
Nothing changed	21.7
I never told anyone	5.9

Summary

In light of the recent commissions of violence by school children and youth against their peers, the American people are becoming very introspective about the culture of children and the larger society. In this context, an understanding of hostile acts by elementary school children helps to reveal important and timely information about Maine children. While further research is necessary to construct profiles of the "typical" bully, and to develop an understanding of the culture within particular schools that work effectively to reduce bullying, the recent survey of 4496 of Maine's third graders reveals the following important findings:

- Approximately 75% of the children reported feeling very happy or sometimes happy at school, while a much smaller percent (6.3%) said they felt very sad or sometimes sad at school. Most children reported feeling very safe at school, especially in places where adult supervision occurs.
- Most children experienced only mild forms of bullying, such as teasing, on an infrequent basis. However, more than one-third reported being hit, kicked or pushed on a frequent basis.
- Most children reported that they do not bully others. When asked how much and how often they bully others, approximately 14% of third graders admitted to having hit, kicked or pushed others on a frequent basis; however, more than 83% said they never, or almost never, did this.
- Generally speaking, both boys and girls reported that it is a boy who is most often responsible for committing bullying. Also, the bully is most often from a higher grade.
- In response to bullying acts, almost all (91.3%) of third graders take some action: almost one-half tell an adult, followed by one-third (34.2%) who tell the bully to stop and who get away from the bully (32%). Although a very small percentage (2.1%), some children, when confronted with bullying, will hurt others. Finally, one-half of children perceive that the result of their having reported bullying is an improvement of the situation.

In conclusion, we see that Maine's third graders, though mostly happy and feeling safe in schools, experience varying degrees of bullying behavior. Many experience some form of bullying on an infrequent basis, but approximately one-fourth or more report being threatened or hit, kicked, or pushed. It appears that Maine's third graders, like many elementary children across the country, are victims of some type of bullying. In addition, approximately 14% of Maine's young children report they bully others, and of those bullied who report instances to others, approximately one-third report that the situation does not improve. Thus, the data from this survey sample of Maine's third graders suggest some actions are needed to insure that all young children in Maine's schools feel safe and secure in our schools.

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IV. Sample Survey

(Appendix 2)

Appendix 2 SURVEY

DIRECTIONS: Answer all questions. Think about each question carefully. Put an **X** in the box that best describes you. Do **not** put your name on this survey.

School: _____ **Date:** _____ **Grade:** _____

1. What is your ethnic group? (optional)

☐ Asian ☐ Black ☐ Hispanic ☐ Native American ☐ White

2. Are you a boy or a girl? ☐ boy ☐ girl

3. This is how I feel being at my school:

- ☐ very happy and good
- ☐ sometimes happy and good
- ☐ so-so
- ☐ sometimes sad and unhappy
- ☐ very sad and unhappy

4. This is how safe I feel in each of these places:

	Very Unsafe	Kind of Unsafe	So-So	Kind of Safe	Very Safe
a) in my classroom	☐	☐	☐	☐	☐
b) on the playground	☐	☐	☐	☐	☐
c) in the lunch room	☐	☐	☐	☐	☐
d) walking to or from school	☐	☐	☐	☐	☐
e) in the bathroom	☐	☐	☐	☐	☐
f) in the hall	☐	☐	☐	☐	☐
g) on the bus	☐	☐	☐	☐	☐
h) at the bus stop	☐	☐	☐	☐	☐

5. How often have these things happened to you at school?

	Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
a) teased in a mean way	☐	☐	☐	☐	☐
b) called hurtful names	☐	☐	☐	☐	☐
c) left out of things on purpose	☐	☐	☐	☐	☐
d) threatened	☐	☐	☐	☐	☐
e) hit or kicked or pushed	☐	☐	☐	☐	☐

Mark all that apply in questions 6 - 10.

6. At school who has:

	Both Boys & Girls	A Group of Boys	A Boy	A Group of Girls	A Girl	Nobody
a. bullied you	☐	☐	☐	☐	☐	☐
b. said mean things to you	☐	☐	☐	☐	☐	☐
c. teased you	☐	☐	☐	☐	☐	☐
d. called you names	☐	☐	☐	☐	☐	☐
e. tried to hurt you at school?	☐	☐	☐	☐	☐	☐

7. In what grade is the student (or students) who bullies you?

In my classroom	In the same grade but in a different class	In a lower grade	In a higher grade	I haven't been bullied
☐	☐	☐	☐	☐

8. When I am bullied, I

a. ☐ do nothing
b. ☐ tell the bully to stop
c. ☐ get away from the bully
d. ☐ hurt other kids
e. ☐ stay home from school
f. ☐ tell an adult
g. ☐ tell a friend
h. ☐ don't get bullied

9. If you have been bullied, who have you told?

a. ☐ my mother or father
b. ☐ my sister or brother
c. ☐ a teacher or another adult at school
d. ☐ another student at school
e. ☐ nobody
f. ☐ I've never been bullied

10. If you have been bullied, who has tried to help you?

a. ☐ my mother or father
b. ☐ my sister or brother
c. ☐ a teacher or another adult at school
d. ☐ another student at school
e. ☐ nobody
f. ☐ I've never been bullied

11. If you have been bullied, what happened after you told someone?

a. ☐ it got better
b. ☐ it got worse
c. ☐ nothing changed
d. ☐ I never told anyone
e. ☐ I've never been bullied

12. How often do you hit, kick, or push other children?

Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
☐	☐	☐	☐	☐

13. How often do you:

	Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
a. say mean things	☐	☐	☐	☐	☐
b. tease others	☐	☐	☐	☐	☐
c. call other children names	☐	☐	☐	☐	☐

14. How often have you seen someone:

	Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
a. being teased in a mean way	☐	☐	☐	☐	☐
b. being threatened	☐	☐	☐	☐	☐
c. left out of things on purpose	☐	☐	☐	☐	☐
d. being called hurtful names	☐	☐	☐	☐	☐
e. being hit, kicked, or pushed	☐	☐	☐	☐	☐

15. How often have you noticed bullying going on in these places:

	Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
a. in my classroom	☐	☐	☐	☐	☐
b. on the playground	☐	☐	☐	☐	☐
c. in the lunchroom	☐	☐	☐	☐	☐
d. walking to or from school	☐	☐	☐	☐	☐
e. in the bathroom	☐	☐	☐	☐	☐
f. in the hall	☐	☐	☐	☐	☐
g. on the bus	☐	☐	☐	☐	☐
h. at the bus stop	☐	☐	☐	☐	☐

Mark all that apply in 16-17.

16. Who have you seen doing the bullying:

a. ☐ both boys and girls
b. ☐ a group of boys
c. ☐ a boy
d. ☐ a group of girls
e. ☐ a girl
f. ☐ nobody

17. What grades are the bullies in?

a. ☐ in my classroom
b. ☐ in the same grade but in a different class
c. ☐ in a lower grade
d. ☐ in a higher grade
e. ☐ I haven't seen any bullying

Thank you for your answers!! Have a great day.

V.Resource Review

Name of Program: A Children's Book About Being Bullied by Joy Berry

Type of Resource: Book

Cost:

Grade level: 2-4

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☒ Supportive counseling/training component
- ☒ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☐ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

This book can be read to the whole class or individuals to reinforce strategies to deal with bullies. Proactive/reactive.

Name of Program: Be Cool - Coping with Difficult People

Type of Resource: Video

Grade level: K-3

Cost: 600.00

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
  - ☐ Primary prevention component
  - ☐ Assessment component
  - ☐ Supportive counseling/training component
  - ☒ Family involvement
  - ☒ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

Videos, manual, and CD Rom

- ☒ Teacher delivered
- ☒ Field tested/endorsed
- ☒ User friendly manual/materials
- ☐ Specialist delivered
- ☒ Uses a variety of methods
- ☐ Special training required
- ☐ Victim component
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☒ English Lang. Arts
- ☒ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☐ Social Studies
- ☒ Visual & Perf. Arts

Comments:

This series encourages discussion and practical application of conflict resolution strategies. True-to-life situations with concrete solutions. Animation is colorful - it stays short enough and its message is good. Follow-up guided discussions.

Name of Program: Bullies and How to Help Them (United Learning) ISBN 1-56007-921-5. 1977

Type of Resource: Video

Cost:

Grade level: 3-5

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☐ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Close caption. Blackline masters. Good resources in booklet-bibliography and follow-up activities. The book examines different ways in which bullies and victims can be helped via strategies that promotes both avoidance and confrontation of the bully.

Name of Program: Bullies Are A Pain in the Brain (Romain, T)
ISBN 1-575-42023-6 FreeSpirit C1977

Type of Resource: Book

Cost:

Grade level: 4-6

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☒ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

This could be used independently by students. Very comprehensive for self-prevention/intervention

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Very good resource for upper elementary or middle school students. A student could use independently or it could be delivered as "part" of a larger harassment unit. Provides information for parents/teachers and additional resource suggestions.

Name of Program: Bully Proof - Teacher's Guide (Stein, N) ISBN 0-9641921-1-X Wellesley College c1996

Type of Resource: Book & Worksheets

Cost:

Grade level: 4-6

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☒ Adult supervision component
- ☒ Primary prevention component
- ☒ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☒ Field tested/endorsed
- ☒ User friendly manual/materials
- ☐ Specialist delivered
- ☒ Uses a variety of methods
- ☐ Special training required
- ☒ Victim component
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ English Lang. Arts
- ☐ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☒ Social Studies
- ☐ Visual & Perf. Arts

Comments:

This teacher's guide provides a variety of activities to help students identify and correct teasing and bullying in a variety of school situations. It has a worksheet handout with each lesson.

Name of Program: Bully Smart
Pub. Street Smart

Type of Resource: Video

Cost:

Grade level: K-5

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☒ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☐ Victim component
- ☐ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☐ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Name of Program: Bully-Proofing Your School (Garrity, C)
ISBN 0-944584-99-3 Sopris West

Type of Resource: Curriculum

Grade level: K-8

Cost: 29.95

Click in the box to indicate 'YES'

- ☒ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☒ Adult supervision component
- ☒ Primary prevention component
- ☒ Assessment component
- ☒ Supportive counseling/training component
- ☒ Family involvement
- ☐ Community involvement

☒ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☒ Field tested/endorsed
- ☒ User friendly manual/materials
- ☒ Specialist delivered
- ☒ Uses a variety of methods
- ☐ Special training required
- ☒ Victim component
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ English Lang. Arts
- ☒ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☒ Social Studies
- ☐ Visual & Perf. Arts

Comments:

One of five prevention programs designated as effective in preventing school violence, by the US DOE. A comprehensive approach to the bullying problem K-6. Also appropriate for grades 7-8. Handouts and transparencies. Approaches for staff training, classroom lessons, and ways to include parents/community. Student survey. Proactive and reactive.

Name of Program: Bullying at School, (Olwens, D) ISBN 0-631-19241-7 Oxford C1993

Type of Resource: Book

Grade level: Adult

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☒ Adult supervision component
- ☒ Primary prevention component
- ☒ Assessment component
- ☐ Supportive counseling/training component
- ☒ Family involvement
- ☐ Community involvement

☒ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☒ Field tested/endorsed
- ☒ Uses a variety of methods
- ☒ Victim component
- ☐ User friendly manual/materials
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

This research-based book presents the facts about the bully/victim in clear, straight forward language. It is a comprehensive resource for adults which presents effective ways to counteract and prevent bullying problems. The book discusses the victim component, family involvement, and includes a primary intervention component as well.

Name of Program: Bullying in Schools and What to Do About It (Rigby, J) ISBN 0-86431-184-2

Type of Resource: Book

Grade level: Adult

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
  - ☐ Primary prevention component
  - ☒ Assessment component
  - ☐ Supportive counseling/training component
  - ☒ Family involvement
  - ☒ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☐ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☐ Victim component
- ☐ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Statistics based on surveys made in Australia. Rest of material not country dependent.

Name of Program: Bullying is Uncool - NIMCO Tel: 800-962-662

Type of Resource: Video

Cost:

Grade level: 3-4

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☒ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Field tested/endorsed
- ☒ User friendly manual/materials
- ☐ Specialist delivered
- ☐ Uses a variety of methods
- ☐ Special training required
- ☒ Victim component
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☐ English Lang. Arts
- ☐ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☒ Social Studies
- ☐ Visual & Perf. Arts

Comments:

Video includes a brief teacher notes manual which lists some questions for discussion, suggested activities and further discussion topics. In the video students tell their reasons for being unkind to peers. An Australian adult who was bullied as a child helps find ways to deal with bullies. Aimed at those being bullied and the bullies themselves. Gr. 3-4. Culturally specific with many Australian phrases.

Name of Program: But Names Will Never Hurt Me - Kids Hope, 206 Bascomb Springs court, Woodstock, GA 30189

Type of Resource: Video

Grade level: 3 and up

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☒ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

Contact: akindshope@aol.com

- ☐ Teacher delivered
- ☐ Field tested/endorsed
- ☐ User friendly manual/materials
- ☐ Specialist delivered
- ☐ Uses a variety of methods
- ☐ Special training required
- ☒ Victim component
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ English Lang. Arts
- ☒ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☒ Social Studies
- ☐ Visual & Perf. Arts

Comments:

Very powerful, even though the quality of production wasn't great. Close caption. A comprehensive video that is true to life. The video setting is about fourth grade. Promoted by Oprah Winfrey.

Name of Program: Childhood - Bullying and Teasing (Ross, D.) ISBN 1-55620-157. 1996. American Counseling Assn.

Type of Resource: Adult Reference

Grade level: Adult

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☒ Assessment component
- ☐ Supportive counseling/training component
- ☒ Family involvement
- ☒ Community involvement

☒ Is this resource comprehensive?

Other components or involvements:

- ☐ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☐ Victim component
- ☐ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☐ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Great resource for technical understanding of the subject of bully-behavior. Book has helpful suggestions to parents, professionals, and administrators. A good read.

Name of Program: Don't Pick on Me - Sunburst

Type of Resource: Video

Cost:

Grade level: 4-6

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☐ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

Video - two scenarios with questions for discussion. Teacher's guide - has follow-up activities and other discussions questions and suggestions.

- ☒ Teacher delivered
- ☒ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Gets to the point about teasing and bullying and ideas of what to do about it. Not comprehensive but great for supporting victims and their ability to deal with bullying. Thought provoking discussion questions.

Name of Program: Fat Albert - Nobody Likes a Bully

Type of Resource: Video

Cost:

Grade level: 2-4

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☒ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Field tested/endorsed
- ☒ User friendly manual/materials
- ☒ Specialist delivered
- ☐ Uses a variety of methods
- ☐ Special training required
- ☒ Victim component
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☐ English Lang. Arts
- ☒ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☐ Social Studies
- ☐ Visual & Perf. Arts

Comments:

This video was popular in the 1970s. The background scenery and vocabulary are out of date.

Name of Program: Flirting or Hurting: Teacher's Guide (Stein. Nan) ISBN 0-810-1864-8. 1996. National Ed. Ass. or Wellesley College

Type of Resource: Book & Worksheets

Grade level: 6-12

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☒ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☒ Is this resource comprehensive?

Other components or involvements:

Part of a 3 part curriculum series.
1. *Quit It*
2. *Bully Proof*
3. *Flirting or Hurting*

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☒ Special training required
- ☒ Field tested/endorsed
- ☒ Uses a variety of methods
- ☐ Victim component
- ☒ User friendly manual/materials
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☐ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

This curriculum guide is one component of a 3 part series (D-12) that was developed with teacher and student input. The material is age appropriate and activities are varied and address realistic aspects of flirting and sexual harassment in secondary schools.

Name of Program: How I learned Not to Be Bullied
ISBN 0-7805-4218-5 Sunburst C1996

Type of Resource: Video

Grade level: 2-4

Cost:

Click in the box to indicate 'YES'

☐ Does this resource have categorical components?

- ☐ Philosophy/rationale
- ☒ Multiple education component
- ☐ Consistency component
- ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☐ Victim component
- ☒ User friendly manual/materials
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☐ Health/ Phys. Educ.
- ☒ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☒ Mathematics
- ☐ Science & Technology
- ☒ Visual & Perf. Arts

Comments:

The manual states two children host the programs and program follows the stories of how each of the hosts deals with and overcomes bullying.

Name of Program: It's Not Okay to Bully - Hazelden. Tel. 800-328-9000.1994 **Type of Resource:** Video

Cost: **Grade level:** K-3

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☐ Assessment component
  - ☐ Supportive counseling/training component
  - ☐ Family involvement
  - ☐ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

Ordering:
Video 5883
Manual Order: 5664
Coloring book: 1477

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☐ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Quick, informative video that addresses "bully" behavior. How you feel as a bully or a victim. Offers discussions and strategies to deal with bully behavior/actions.

Includes video, manual, and coloring book.

Name of Program: No More Bullies - 1998 Childswork/Childsplay, 100 Plaza Dr., Secaucus, NJ, 07094

Type of Resource: Game

Grade level: K-4

Cost:

Click in the box to indicate 'YES'

- ☒ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☒ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

☒ Teacher delivered	☒ Specialist delivered	☐ Special training required
☐ Field tested/endorsed	☐ Uses a variety of methods	☐ Victim component
☒ User friendly manual/materials		☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

☒ Career Prep.	☒ Health/ Phys. Educ.	☐ Modern & Class. Lang.	☒ Social Studies
☒ English Lang. Arts	☐ Mathematics	☐ Science & Technology	☐ Visual & Perf. Arts

Comments:

Name of Program: No-Bullying Program - Preventing Bully/Victim violence at school. Johnson Institute, 7205 Ohrns Lane, Minn. MN 55439

Type of Resource: Curriculum

Cost:

Grade level: K-3

Click in the box to indicate 'YES'

☐ Does this resource have categorical components?

- ☒ Philosophy/rationale
- ☒ Multiple education component
- ☒ Consistency component
- ☒ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☒ Supportive counseling/training component
- ☒ Family involvement
- ☒ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

3 books - 2 curricula K-1 and 2-3 and the Program directors manual. The director's manual should be bought with the curriculum guide.

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☒ Uses a variety of methods
- ☐ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Name of Program: Peace Talks #4 of 10 part Violence Prevention - Dealing with bullies, Trouble Makers, and Dangerous Situations

Type of Resource: Video

Grade level: 7-12

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☐ Assessment component
- ☒ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

Facilitator's guide
Urban setting or suburban, multiethnic, some street language - includes discussion of bullying from teasing to violence

- ☒ Teacher delivered
- ☐ Field tested/endorsed
- ☒ User friendly manual/materials
- ☐ Specialist delivered
- ☐ Uses a variety of methods
- ☐ Special training required
- ☐ Victim component
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Name of Program: Playground Push-Around Bully and Victim Activity Book (Boulder, J) ISBN 1-87807646-1 C1994 Boulder Pub.

Type of Resource: Book & Worksheets

Cost: 5.95

Grade level: K-4

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☒ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☐ Assessment component
  - ☐ Supportive counseling/training component
  - ☐ Family involvement
  - ☒ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☒ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

These are excellent worksheets for students to focus on kinds of bullying and reflect on other familiar situations and how to effectively correct or diffuse them.

Name of Program: Prevent Violence with GROARK
LiveWire Media c1996

Type of Resource: Video

Grade level: K-4

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy / rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☐ Assessment component
  - ☐ Supportive counseling / training component
  - ☐ Family involvement
  - ☐ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☒ Field tested / endorsed
- ☒ Uses a variety of methods
- ☒ Victim component
- ☐ User friendly manual / materials
- ☒ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

This video is well done. It uses "Groark", a dinosaur puppet, along with live students who reflect on Groark's dilemma dealing with bullying.

Name of Program: Quit It! (Froshl, M) ISBN 0-8106-1881-8 Nat. Ed. Assn. C1998

Type of Resource: Curriculum

Cost: 20.00

Grade level: K-3

Click in the box to indicate 'YES'

- ☒ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☒ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☐ Assessment component
  - ☒ Supportive counseling/training component
  - ☒ Family involvement
  - ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☒ Specialist delivered
- ☐ Special training required
- ☒ Field tested/endorsed
- ☒ Uses a variety of methods
- ☐ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

A very user friendly teacher's guide with excellent lesson plans and handouts. Suggestions for activities and extensions are grade specific. Lessons are sequential. Excellent resource.

Name of Program: Set Straight on Bullies - National School Safety Center

Type of Resource: Adult Reference

Cost:

Grade level: Adult

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
  - ☐ Primary prevention component
  - ☒ Assessment component
  - ☐ Supportive counseling/training component
  - ☒ Family involvement
  - ☒ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

Middle School level. Adult reference on technical information and theory.

- ☐ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☐ Victim component
- ☐ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Has a student and adult survey.

Reference book that offers clear definitions of "bully"

It offers suggestions of how to deal, create awareness, and the need for student school, community and family involvement.

Name of Program: Stop Teasing Me - Sunburst Communications

Type of Resource: Video

Grade level: K-2

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☒ Assessment component
  - ☐ Supportive counseling/training component
  - ☒ Family involvement
  - ☒ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☒ Uses a variety of methods
- ☐ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☒ English Lang. Arts
- ☒ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

A point of view from the person being teased and how the teasing helps the children recognize teasing.

Name of Program: Talking Real About Bullies

Type of Resource: Video

Grade level: 4-6

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
  - ☐ Primary prevention component
  - ☐ Assessment component
  - ☐ Supportive counseling/training component
  - ☐ Family involvement
  - ☐ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

Video is appropriate for urban, suburban, or rural schools. Shows and discusses various forms of bullying from teasing to physical acts. The video also shows strategies to use with bullies.

Name of Program: Teaching Friendship Skills – Affective/Social Skills: Instructional Strategies and Techniques (Huggins, P) Sopris

Type of Resource: Curriculum

Grade level: K-6

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☒ Multiple education component
  - ☒ Consistency component
  - ☒ Adult supervision component
  - ☐ Primary prevention component
  - ☒ Assessment component
  - ☐ Supportive counseling/training component
  - ☐ Family involvement
  - ☐ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

Handouts, overhead
(Page 457 - Books for Kindergarten Through Third Grade)

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☒ Field tested/endorsed
- ☒ Uses a variety of methods
- ☐ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

This program is for grades 2-6 with a list of books to be used K-3. The program is called ASSIST (Affective Social Skills Instructional Strategies & Techniques) developed in Washington State w/Title IV -c Innovative Educational Funds and evaluated gr. 2-6 in 4 districts. As the book states: Statistically significant gains in self-concept and social skills occurred in 8 out of 9 assessments. The book includes: theoretical background, lessons, transparencies, handouts and supplementary activities.

K-3 ISBN 0-94484-69-1
4-6 ISBN 0-844584-70-5

Name of Program: The Bullying Prevention Handbook (Hoover, J)
ISBN 1-879639-44-0 National Ed. Service # 9440

Type of Resource: Curriculum

Cost:

Grade level: K-12

Click in the box to indicate 'YES'

- ☒ Does this resource have categorical components?
  - ☐ Philosophy/rationale
  - ☐ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☐ Assessment component
  - ☐ Supportive counseling/training component
  - ☒ Family involvement
  - ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☒ Modern & Class. Lang.
- ☒ Social Studies
- ☒ English Lang. Arts
- ☐ Mathematics
- ☒ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

A proactive approach to address bullying from family to school and beyond.
Contains a resource guide, a reading list, and solutions to build empathy and compassion in children. Authors also wrote *Bully Proofing Your School.*

Date: 5/22/99 Cost:

Name of Program: The Nature of School Bullying - a Cross-National Perspective - ISBN 0-4-15179858 Pub: Routledge C1999

Type of Resource: Book

Grade level: Adult

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☐ Multiple education component
  - ☒ Consistency component
  - ☐ Adult supervision component
- ☐ Primary prevention component
- ☒ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☒ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☐ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☐ Field tested/endorsed
- ☐ Uses a variety of methods
- ☐ Victim component
- ☐ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☐ Career Prep.
- ☐ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☐ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

The book addresses/describes what is happening worldwide in different countries. It explains the countries educational system.

An informative cross-national study!

Name of Program: The Self Control Patrol - Anderson, Cordelia, Hazelden Educational Materials, ISBN I-56838-033-X

Type of Resource: Student Book

Cost: 16.95

Grade level: K-5

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☐ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
- ☒ Primary prevention component
- ☒ Assessment component
- ☐ Supportive counseling/training component
- ☐ Family involvement
- ☐ Community involvement

☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Field tested/endorsed
- ☒ User friendly manual/materials
- ☐ Specialist delivered
- ☐ Uses a variety of methods
- ☐ Special training required
- ☐ Victim component
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☐ English Lang. Arts
- ☐ Health/ Phys. Educ.
- ☐ Mathematics
- ☐ Modern & Class. Lang.
- ☐ Science & Technology
- ☐ Social Studies
- ☐ Visual & Perf. Arts

Comments:

A workbook/handout manual that addresses ADD/ADHD behaviors that contribute to bully-behavior. Useful handouts for individual/small group work.

Name of Program: Why is Everyone Always Picking on Me? (Webster-Doyle, T.) ISBN 0-942941225. Atrusm Society. 1991.

Type of Resource: Book

Grade level: 3-5

Cost:

Click in the box to indicate 'YES'

- ☐ Does this resource have categorical components?
  - ☒ Philosophy/rationale
  - ☒ Multiple education component
  - ☐ Consistency component
  - ☐ Adult supervision component
  - ☒ Primary prevention component
  - ☒ Assessment component
  - ☒ Supportive counseling/training component
  - ☒ Family involvement
  - ☐ Community involvement
- ☐ Is this resource comprehensive?

Other components or involvements:

- ☒ Teacher delivered
- ☐ Specialist delivered
- ☐ Special training required
- ☒ Field tested/endorsed
- ☐ Uses a variety of methods
- ☒ Victim component
- ☒ User friendly manual/materials
- ☐ Culturally specific

Supports Maine Learning Results in the following Content Areas:

- ☒ Career Prep.
- ☒ Health/ Phys. Educ.
- ☐ Modern & Class. Lang.
- ☒ Social Studies
- ☐ English Lang. Arts
- ☐ Mathematics
- ☐ Science & Technology
- ☐ Visual & Perf. Arts

Comments:

VI. Bibliography

MAINE PROJECT AGAINST BULLYING

"BULLYING" BIBLIOGRAPHY

2000

prepared by: susan s. russell. msad #48. newport. me 04953

for updates: visit our website at
http://lincoln.mideoast.com/~wps/against/bullying.html

"BULLYING" BIBLIOGRAPHY

* = Non-fiction

TITLE	AUTHOR	PUB/JOURNAL	ISBN	FORMAT	GRADE	DATE
*"TEACHER,THEY CALLED ME A .....!"	BYRNES,D	B'NAI B'RITH	0-88464-109-0	MANUAL,CURRIC	ADULT	C1995
*...BUT NAMES WILL NEVER HURT ME"	KIDS HOPE	SUMMERHILLS GROUP		VIDEO	3,4,5,6	C1997
*ALL WE NEED TO SAY:POEMS ABOUT SCHOOL	SINGER,M	ATHENEUM	0-689-808671	BK	3,4,5,6,7	C1993
*BE A BUDDY, NOT A BULLY	MID-ATLANTIC EQU		1-301-657-7741	POSTER	4-12	
*BE COOL - COPING WITH DIFFICULT PEOPLE				VIDEO	K,1,2,3	
*BEING BULLIED	PETTY,K	BARRONS	0-8120-4661-7	BK	K,1	C1991
*BIG BAD BULLY	MARANO,H	PSYCH TODAY		JOURNAL	ADULT	S-O/95
*BULLIES & HOW TO HELP THEM		UNITED LEARNING	1-56007-921-5	VIDEO/MANUAL	3,4,5	C1977
*BULLIES & VICTIMS:HELPING YOUR CHILD THROUGH THE SC	FRIED,S	M.EVANS CO	0-87131-807-5	BK	ADULT	C1996
*BULLIES ARE A PAIN IN THE BRAIN	ROMAIN,T	FREE SPIRIT	1-575-42023-6	BK	3,4,5,6	C1977
*BULLY FREE CLASSROOM	BEANE,A	FREE SPIRIT PR	FS83-572	BK	ADULT	C1998
*BULLY PREVENTION HANDBOOK:GUIDE FOR PRINCIPALS,TE	HOOVER,J	ASCA	ORDER#9440	BK	ADULT	
*BULLY PROOF:TEACHER'S GUIDE(4-6)	STEIN,N	WELLESLEY	0-9641921-1-X	CURRICULUM	4,5,6	C1996
*BULLY SMART		STREET SMART		VIDEO	K,1,2,3,4,5	C1995
*BULLYING	POWELL,J	RAINTREE	0-8172-5535-4	BK	1,2,3	C1999
*BULLYING & SEXUAL HARASSMENT IN ELEM.SCHOOLS	STEIN,N	WELLESLEY COLLEGE CE	PAPER #284	BK	ADULT	C1997
*BULLYING AT SCHOOL:WHAT WE KNOW & WHAT WE CAN D	OLWEUS,D	OXFORD	0-631-19241-7	BK	ADULT	C1993
*BULLYING IN SCHOOLS	BANKS,R	ERIC DIGEST		JOURNAL	ADULT	4/97
*BULLYING IN SCHOOLS & WHAT TO DO ABOUT IT	RIGBY,J		0-86431-184-2	BK	ADULT	C1996
*BULLYING IS UNCOOL		NIMCO(800-962-6662)		VIDEO	3,4	
*BULLYING PREVENTION HANDBOOK	HOOVER,J	NAT'L.ED.SERVICE	1-879639-44-0	BK	K-12	C1996
*BULLYING PROBLEM:HOW TO DEAL WITH DIFFICULT CHILD	TRAIN,S	SOUVENIR PR	0-285632558	BK	ADULT	C1995
*BULLY-PROOFING YOUR SCHOOL(K-6)	GARRITY,C	SOPRIS WEST	0-944584-99-3	CURRICULUM	K,1,2,3,4,5,6	
*BUT NAMES WILL NEVER HURT ME		KIDS HOPE		VIDEO	3,4,5,6	
*CHILDHOOD BULLYING & TEASING:WHAT SCHOOL PERSONI	ROSS,D	AM.COUNSELING ASSN	1-55620-157-5	BK	ADULT	C1996
*CHILDREN'S BOOK ABOUT BEING BULLIED	BERRY, J			BK	K,1,2,3	
*DEALING WITH BULLYING	JOHNSTON,M	POWERKIDS PR	0-82392-374-6	BK	3,4,5,6	C1996
*DON'T PICK ON ME		SUNBURST		VIDEO	4,5,6	
*EARLY VIOLENCE PREVENTION:TOOLS FOR TEACHERS	SLABY,R	NAT'L.ASSN.FOR EDUCATI	0-935989-65-X	BK	ADULT	C1995
*EVERYBODY'S TEASING ME	KUTNER,L	PARENTS DIGEST,p34-7		JOURNAL	ADULT	SP/SUM'94
*FAILING AT FAIRNESS:HOW AMERICA'S SCHOOLS TREAT	SADKER,M	SCRIBNERS	0-684-19541-0	BK	ADULT	
*FIRST HONEST BOOK ABOUT LIES	KINCHER,J	FREE SPIRIT	0-915793-43-1	BK	4,5,6,7,8	C1992
*FLIRTING OR HURTING:TEACHER'S GUIDE (6-12)	STEIN,N	NEA	0-8106-1864-8	CURRICULUM	6,7,8,9-12,AD	C1996
*GENDER RESPECT WORKBOOK	FALON,J	CHILDSWORK/CHILDSPLA	1-882732-67-7	CURRICULUM	K-6	C1998
*GROARK LEARNS ABOUT BULLYING		LIVE WIRE MEDIA		VIDEO	K,1,2,3,4,5	
*HELPING CHILDREN COPE WITH BULLYING	LAWSON,S	SHELDON(LONDON)		BK	6,7,8,9-12,AD	C1994
*HOW I LEARNED NOT TO BE BULLIED		SUNBURST	0-7805-4218-5	VIDEO	2,3,4	C1996
*HOW TO BE A FRIEND:GUIDE TO MAKING FRIENDS...	BROWN,L	LITTLE	0-316-10913-4	BK	4,5,6,7,8	
*HOW TO HANDLE BULLIES,TEASSERS,& OTHER MEANIES	COHEN-POSEY,K	RAINBOW BKS	1-56825-029-0	BK	3,4,5,6	C1995

TITLE	AUTHOR	PUB/JOURNAL	ISBN	FORMAT	GRADE	DATE
*IF YOU HAD TO CHOOSE, WHAT WOULD YOU DO?	HUMPHREY,S	PROMETHEUS BKS	1-573092010-X	BK	ADULT,3,4,5,6	C1995
*IS EVERYBODY ALWAYS PICKING ON YOU?	ATRIUM SOCIETY	MIDDLEBURY,vt		POSTER	2,3,4,5	
*IT'S NOT OK TO BULLY:COLORING BOOK		HAZELDEN(800-328-9000)	ORDER# 1477	BK	K,1,2	C1994
*IT'S NOT OK TO BULLY:MANUAL		HAZELDEN(800-328-9000)	ORDER# 5864	CURRICULUM	K,1,2	C1997
*IT'S NOT OK TO BULLY:VIDEO		HAZELDEN(800-328-9000)	ORDER# 5883	VIDEO	K,1,2	C1994
*LEARNING THE SKILLS OF PEACEMAKING	DREW,N	JALMAR PR	1-880396-42-4	CURRICULUM	K,1,2,3,4,5,6	C1995
*LET'S TALK ABOUT BULLYING	GRUNSELL,A	WATTS		BK	2,3,4	C1990
*NAMES	CRU INSTITUTE	800-922-1988		MANUAL,VIDEO	7-12	C1998
*NATURE OF SCHOOL BULLYING:CROSS-NATIONAL	SMITH,P (ED)	ROUTLEDGE	0-415179858	BK	ADULT	C1999
*NO MORE BULLIES		CHILDSWORK/CHILDSPLAY		GAME	1,2,3,4,5	C1998
*PEACE ON THE PLAYGROUND:NON-VIOLENT WAYS OF PRO	LUCAS,E	WATTS	0-531-20047-7	BK	ADULT	C1991
*PLAYGROUND PUSH-AROUND:BULLY & VICTIM ACTIVITY BO	BOULDEN,K	BOULDEN PUBLISHING	1-87807636-1	WORKBK	K,1,2,3,4	C1994
*PREVENT VIOLENCE WITH GROARK(#4)		LIVE WIRE MEDIA		VIDEO	K,1,2,3,4,5	C1996
*PREVENTING BULLY/VICTIM VIOLENCE AT SCHOOL	NO-BULLYING PRO	JOHNSON INSTITUTE		CURRICULUM	K,1,2,3	
*QUIT IT::TEACHER'S GUIDE	FROSCHL,M	NEA	0-8106-1881-8	CURRICULUM	K,1,2,3	C1998
*RAISING COMPASSIONATE CARING CHILDREN IN A VIOLENT	COHEN,J	LONSTREET	1-56352-278-4	BK	ADULT	C1996
*RAISING PEACEFUL CHILDREN IN A VIOLENT WORLD	CECIL,N	LURA MEDIA	1-880913-16-X	BK	ADULT	C1995
*REAL BOYS:RESCUING OUR SONS FROM THE MYTHS OF BO	POLLACK,W	RH	0-375-50131-2	BK	ADULT	C1998
*REVIVING OPHELIA;SAVING THE SELVES OF ADOLESCENT..	PIPHER,M	BALLANTINE	0-345-39282-5	BK	ADULT	
*SECOND STEP:VIOLENCE PREVENTION CURRICULUM		COMMITTEE FOR CHILDRE		BK	ADULT	C1991
*SELF CONTROL PATROL	ANDERSON,C	HAZELDEN EDUCATIONAL	1-56838-033-X	BK	K,1,2,3,4,5	
*SET STRAIGHT ON BULLIES		NATL SCHOOL SAFETY CE		BK	ADULT	
*SEXUAL HARASSMENT:WHEN BULLYING GOES TOO FAR	STEIN,N	PARENTS DIGEST p35		JOURNAL	ADULT	SP/SUM '94
*SMART MOVES:KID'S GUIDE TO SELF-DEFENSE	GOEDECKE,C	S&S	0-68980-294-3	BK	3,4,5,6	C1995
*SOMETIMES I FEEL LIKE I DON'T HAVE ANY FRIENDS	ZIMMERMAN,T	CHILDSWORK/CHILDSPLAY		BK	K-6	
*STARTING SMALL	TEACHING TOLERA			BK,VIDEO,C	K,1,2	C1997
*STOP TEACHING OUR KIDS TO KILL	GROSMAN,D	CROWN	0-609-60613-1	BK	ADULT	C1999
*STOP TEASING ME		SUNBURST		VIDEO	K,1,2	
*TALKING REAL ABOUT BULLIES				VIDEO	4,5,6	
*TEACHING CHILDREN TO CARE:MANAGEMENT IN THE RESP	CHARNEY,R	NORTHEAST FOUNDATION		BK	ADULT	C1992
*TEACHING CONFLICT RESOLUTION THROUGH CHILDREN'S	KREIDLER,W	SCHOLASTIC		BK	ADULT	C1994
*TEACHING FRIENDSHIP SKILLS(INTERMEDIATE)	HUGGINS,P	SOPRIS WEST	0-944584-70-5	CURRICULUM	4-6	C1993
*TEACHING FRIENDSHIP SKILLS(PRIMARY)	HUGGINS,P	SPORIS WEST	0-944584-69-1	CURRICULUM	K,1,2,3	C1995
*TEACHING TOLERANCE	SOUTHERN POVER			JOURNAL	ADULT	
*TEACHING TOLERANCE:RAISING OPEN-MINDED EMPATHET	BULLARD,S	DOUBLEDAY	0-3854-7254-1	BK	ADULT	C1996
*TEACHING YOUNG CHILDREN IN VIOLENT TIMES	LEVIN,D	EDUCATORS FOR SOCIAL		BK	ADULT	C1994
*TELLING ISN'T TATTLING	HAMMERSENG,K	PARENTING PR	1-884734065	BK	2,3,4	C1995
*TELLING ISN'T TATTLING	HAMMERSENG,K	PARENTING PR	1-884734-06-5	BK	2,3,4	C1995
*TOWARDS BULLY-FREE SCHOOLS:INTERVENTIONS IN ACTI	GLOVER,D	OPEN UNIV.PR		BK	ADULT	C1998
*TRANSITION INTERVENTION PROGRAM(TIP)	SCHOWE,S	TEL:801-964-7695		BK	1,2,3,4,5,6	
*UNDERSTANDING & MANAGING BULLYING	TATTUM,D	HEINEMANN		MANUAL	ADULT	C1993
*VIOLENCE PREVENTION KIT (2D ED)	PAULKER,S	HRVARD PILGRIM HEALTH		VIDEO & KIT	3,4,5,6,7,8,9,10	C1997

TITLE	AUTHOR	PUB/JOURNAL	ISBN	FORMAT	GRADE	DATE
"WE CAN GET ALONG:CHILD'S BOOK OF CHOICES	PAYNE,L	FREE SPIRIT	1-575-420139	BK	K,1,2,3	C1997
"WHAT WOULD YOU DO?KIDS GUIDE TO TRICKY & STICKY SI	SCHWARTZ,L	LEARNING WORKS		BK	3,4,5,6	C1990
"WHY IS EVERYBODY ALWAYS PICKING ON ME?GUIDE TO HA	WEBSTER-DOYLE,	ATRIUM SOCIETY	0-942941225	BK	3,4,5,6	C1991
"YOU JUST DON'T UNDERSTAND:WOMEN & MEN IN CONVERS	TANNEN,D	BALLANTINE	0-345-37205-0	BK	ADULT	
ALIEN ATE MY HOMEWORK	CORVILLE,B	POCKET	0-671-87248-4	BK	4,5,6	
ANDREW'S ANGRY WORDS	LACHNER,D	NORTHSOUTH BKS	1-558584358	BK	K,1,2	C1995
ANGEL CHILD,DRAGON CHILD	SURAT,M	SCHOLASTIC	0-590-422-715	BK	1,2,3	C1983
ANNIE & THE SKATEBOARD GANG	CALRSON,N	PENGUIN	0-670-85722-X	BK	2,3,4	C1995
ARTHUR'S APRIL FOOL	BROWN,M	LITTLE	0-31611-1961	BK	K,1,2	C1983
AS EVER, GORDY	HAHN,M	CLARION		BK	5,6,7,8,9	C1998
BABE THE GALLANT PIG	KING-SMITH,D	RH	0-679-87393-7	BK	3,4,5,6	C1995
BARGAIN FOR FRANCES	HOBAN,R	SCHOLASTIC	0-590-09291-X	BK	K,1,2	C1970
BATHWATER GANG GETS DOWN TO BUSINESS	SPINELLI,J	LITTLE		BK	4,5,6	C1992
BEAST	WILD,M	SCHOLASTIC	0-590-471589	BK	5,6,7	C1995
BENJAMIN & TULIP	WELLS,R	DIAL	08-03720572	BK	K,1,2	C1973
BERENSTAIN BEARS & THE BULLY	BERENSTAIN,S	RH		BK	K1,2,3	C1993
BERENSTAIN BEARS & THE RED-HANDED THIEF	BERENSTAIN,S	RH		BK	K,1,2,3	C1993
BERENSTAIN BEARS & TOO MUCH TEASING	BERENSTAIN,S	RH		BK	K1,2,3	
BIG BAD BRUCE	PEET,B	SCHOLASTIC	0-395-329221	BK	2,3,4	C1977
BIGGEST BULLY IN BROOKDALE	GORMAN,C	CONCORDIA	0-570-04713-7	BK	4,5,6	C1992
BLUE BUG & THE BULLIES	POULET,V			BK	K-3	
BOOT	BROOKS,B	HARPER	0-06-440680-6	BK	4,5,6	C1998
BOOTSIE BARKER BITES	BOTTNER,B	PUTNAM	0-399-221255	BK	K,1,2	C1992
BOOTSIE BARKER BITES & RUBY THE COPYCAT		THINK ENTERTAINMENT		VIDEO	K,1,2	C1993
BULLY BROTHERS:MAKING THE GRADE	THALER,M	SCHOLASTIC		BK	3,4,5,6	
BULLY FOR THE BEAST	STEVENS,K	GARETH STEVENS		BK	3,4,5,6	C1996
BULLY OF BARKHAM STREET	STOLZ,M	HARPER		BK	4,5,6,7,8	
BULLY ON THE BUS	BOSCH,C	PARENTING PR	0-943990-42-4	BK	3,4,5,6	C1988
BULLY TROUBLE	COLE,J	RH	0-394-849493	BK	2,3,4,5	C1989
BUNDLE OF STICKS	MAUSER,P	ATHENEUM	0-689-30899-X	BK	3,4,5	C1982
BUT NAMES WILL NEVER HURT ME	WABER,B	HM		BK	K,1,2,3	C1976
CHARLOTTE'S WEB	WHITE,E	DELL	0-440011-780	BK	2,3,4	C1952
CHESTER'S WAY	HENKES,K	GREENWILLOW	0-688078076	BK	K,1,2	C1988
CRASH	SPINNELI,J	KNOPF	0-679-879679	BK	5,6,7	C1996
CREATIVE DIFFERENCES:PROSOCIAL APPROACH	PUBLIC AFFAIRS	STATE FARM INSURANCE		MANUAL	ADULT	C1999
CROW BOY	YASAHIMA,T	PUFFIN	0-14-050172-X	BK	1,2,3	C1976
CRYSANTHEMUM	HENKES,K	GREENWILLOW	0-688-09699-9	BK	K,1,2	C1991
DAPHNE ELOISE SLATER WHO'S TALL FOR HER AGE	WILLNER-PRADO,C	CLARION	0-395-73080-5	BK	3,4,5	C1996
DEREK THE KNITTING DINOSAUR	BLACKWOOD,M	CAROLRHODA		BK	K,1	C1990
DIGBY & KATE	BAKER, BETTY			BK	4,5,6	
DOG ON BARKHAM STREET	STOLZ,M	HARCOLLINS	06-6440180-X	BK	3,4,5,6	C1960
DON'T CALL ME NAMES	COLE,J	RH	0-679-802584	BK	K,1,2	C1990

TITLE	AUTHOR	PUB/JOURNAL	ISBN	FORMAT	GRADE	DATE
DON'T PCK ON ME		SUNBURST COMMUNICATI		VIDEO	5,6,7,8,9	C1993
FAT, FAT ROSE MARIE	PASASEN,L	HOLT	08-05016536	BK	K,1,2	C1991
GIRL WHO LOVED CATERPILLARS	MERRILL,J	PHILOMEL		BK	K,1,2,3	C1992
GROUCHY LADYBUG	CARLE,E	SCHOLASTIC	0-59031-2278	BK	K	C1997
HARRIET THE SPY	FITZHUGH,L	HARCOLLINS		BK	4,5,6	C1964
HERE COMES THE CAT	ASCH,F	SCHOLASTIC	0-590-41854-8	BK	K,1,2	C1989
HILARY & THE TROUBLEMAKERS	LEVERICH,K	GREENWILLOW	0-688-10857-1	BK	3,4,5,6	C1992
HOBIE HANSON IN STICKS & STONES & SKELETON BONES	GILSON,J	MINSTREL		BK	3,4,5	C1991
HOOWAY FOR WODNEY WAT	LESTER,H	HM	0-395-92391-1	BK	K,1,2,3	C1999
HOW TO LOSE ALL YOUR FRIENDS	CARLSON,N	PUFFIN	0-140558624	BK	K,1,2	C1994
HUNDRED DRESSES	ESTES,E	HBJ	0-156423502	BK	3,4,5	C1972
I HATE MY BEST FRIEND!	ROSNER,R	HYPERION	0-786811-692	BK	2,3	C1997
I HATE YOUR GUTS,BEN BROOSTER	CLIFFORD,E	HM		BK	2,3,4	C1989
IGGIE'S HOUSE	BLUME,J	DELL	04-440440629	BK	4,5,6	C1970
IRA SLEEPS OVER	WABER,B	HM	0-395-20503-4	BK	K,1,2	C1972
IRONMAN	CRUTCHER,C	GREENWILLOW		BK	7,8,9,10,11,12	C1995
IT'S MINE	LIONNI,L	KNOPF	0-394-87-000-X	BK	K,1,2	C1986
JAMES & THE GIANT PEACH	DAHL,R	KNOPF		BK	4,5,6,7	C1961
JEROME CAMPS OUT	CHRISTELOW,E	CLARION	0-395-75831-9	BK	K,1,2,3	C1998
JESS WAS THE BRAVE ONE	LITTLE,J	VIKING	0-670834-955	BK	K,1	C1991
JOSHUA T. BATES IN TROUBLE AGAIN	SHREVE,S	KNOPF		BK	3,4-6	C1997
JOSHUA T. BATES TAKES CHARGE	SHREVE,S	KNOPF	0-394-84362-2	BK	3,4,5	C1993
JOSIE'S BEAU	HONEYCUTT,N	ORCHARD	0-531-057186	BK	4,5,6	C1987
JUNIE B. JONES & THAT MEANIE JIM'S BIRTHDAY	PARK,B	RH		BK	1,2,3	C1996
KING OF THE PLAYGROUND	NAYLOR,P	ATHENEUM	0-689-315589	BK	K,1,2	C1991
LEO THE LATE BLOOMER	KRAUS,R	SCHOLASTIC	0-590622-706	BK	K,1	C1971
LORD OF THE FLIES	GOLDING,W	COWARD		BK	9,10,11,12	C1955
LOST BOYS NEVER SAY DIE	BROWN,A	dELL	0-440-40481-9	BK	4,5,6	C1991
LOUDMOUTH GEORGE & THE 6TH GRADE BULLY	CARLSON,N	PUFFIN	0-140-50510-5	BK	1,2,3	C1985
LOWER! HIGHER! YOU'RE A LIAR!	CHAIKIN,M	H&R	0-060-211865	BK	3,4,5,6	C1984
MANIAC MAGEE	SPINELLI,J	LITTLE		BK	6,7,8	C1990
MATTHEW & TILLY	JONES,R	DUTTON	0-51-544-884-2	BK	K,1	C1991
MEAN MAXINE	BOTTNER,B	PANTNEON	0-394842197	BK	K,1,2	C1980
MEANEST THING TO SAY	COSBY,B	SCHOLASTIC	0-590-956167	BK	K,1,2	C1997
MOLLY'S PILGRIM	COHEN,B	MORROW	0-553-15833-3	BK	2,3,4	C1983
MOLLY'S PILGRIM		PHOENIX/BFA FILMS		VIDEO	2,3,4	C1985
MOON OVER CRETE	SREENIVASAN,J	HOLY COW PR	0-930100581	BK	6,7,8,9	C1994
MOSSFLOWER	JACQUWS,B	PHILOMEL	0-399-215492	BK	5,6,7	C1988
MOVE OVER, TWERP	ALEXANDER,M	DIAL	0-803-76139-2	BK	K,1,2	C1981
MY NAME IS NOT DUMMY	CRARY,E	PARENTING PR	0-960-2862-8-4	BK	K,1,2	C1983
NEW COAT FOR ANNA	AIEFERT,H	KNOPF		BK	2,3,4,5	C1986
NIGHT THE BELLS RANG	KINSEY-WARNOCK	COBBLEHILL	0-525-650741	BK	3,4,5	C1991

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OLIVER BUTTON IS A SISSY	DEPAOLA,T	HBJ	0-152578528	BK	K,1,2	C1979
ONCE IN A WHILE HERO	ADLER,C	COWARD	0-698-20553-7	BK	5,6,7	C1982
ONE THING FOR SURE	GIFALDI,D	CLARION		BK	1,2,3	C1987
PINKY & REX & THE BULLY	HOWE,J	ATHENEUM		BK	1,2,3	C1996
POINT		NILSSON HOSE MUSIC,MU		VIDEO	3,4,5,6	C1986
PRESENT TAKERS	CHAMBERS,A	H&R	0-060-212519	BK	4,5,6	C1983
RAT & THE TIGER	KASZA,K	PUTNAM	0-399-224041	BK	K,1,2	C1993
RE-ARRANGING & OTHER STORIES	GIFALDI,D	ATHENEUM	0-689-81750-9	BK	6,7,8,9	
RED BALLOON	LAMORISSE,A			VIDEO	3,4,5,6,7,8	
ROSIE'S STORY	GOGOLL,M	MONDO	1-879632-62-3	BK	K,1,2,3	C1994
RUBY THE COPYCAT	RATHMAN,P	SCHOLASTIC	0-590-43747-X	BK	K,1,2	C1991
RUTHIE'S RUDE FRIENDS	MARZOLLO,J			BK	4,5,6	
SECRET LIFE OF HERBIE HARTZEL	MASTERS,S	LIPPINCOTT	0-397-324162	BK	3,4,5,6	C1990
SHILOH	NAYLOR,P	YEARLING	04-40407524	BK	3,4,5,6	C1992
SKINNY BONES	PARK, B	RH	0-679-88792-X	BK	5,6,7	C1997
SOLVING CHILD BEHAVIOR PROBLEMS AT HOME & AT SCHO	BLECHMAN,E	RESEARCH PR		BK	ADULT	C1985
SPIDER BOY	FLETCHER,B	CLARION	0-395-77606-6	BK	6,7,8	C1997
SQUIRREL & THE LITTLE RHINOCEROS	DAMJAN,M	NORTH/SOUTH	1-5585-8117-0	BK	K,1,2,3	C1991
STARTING SCHOOL WITH AN ENEMY	CARBONE,E	KNOPF	0-679-88639-7	BK	6,7,8	C1998
STICK BOY	ZEIER,J	ATHENEUM	0-689-318359	BK	5,6,7	C1993
SWIMMY	LIONNI,L	SCHOLASTIC	0-590-430491	BK	K,1,2	C1989
THANK-YOU,MR.FALKER	POLACCO,P	PHILOMEL		BK	K,1,2,3	C1998
THERE'S A BOY IN THE GIRL'S BATHROOM	SACHAR,L	RH	0-394-885708	BK	4,5,6	C1987
THIRD GRADE BULLIES	LEVY,E	HYPERION	0-7868-2264-3	BK	3,4,5,6	C1997
THREE ASTRONAUTS	ECO,U	HBJ	0-152863834	BK	K,1,2	C1989
TOUGH BEANS	BATES,B	HOLIDAY	0-823407225	BK	3,4,5	C1988
TRUE STORY OF THE THREE LITTLE PIGS	SCIESZKA,J	PUFFIN	0-1405-4451-8	BK	1,2,3,4	C1996
VERONICA GANZ	SACHS,M	PUFFIN	0-140-370781	BK	4,5,6	C1995
WENDY & THE BULLIES	ROBINSON,N	SCHOLASTIC	0-590-329758	BK	2,3	C1983
WHO'S IN RABBIT'S HOUSE?	AARDEMA,V	DIAL		BK	K,1,2	C1977
WILLIAM'S DOLL	ZOLOTOW,C	HARCOLLINS	0-06-02-7047-0	BK	K,1,2	C1972
WILLY THE CHAMP	BROWNE,A	KNOPF	0-394-879074	BK	K,1,2	C1985
WIMP	CAPLE,K	HM	0-39563-1157	BK	1,2,3	C1994
WIZARD OF OZ	BAUM,F	HOLT	0-3061-661-1	BK	4,5,6,7,8	C1982
WRECKER	SKINNER,D	S&S		BK	6,7,8	C1995